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ABSTRACT

The Education Improvement Act (EIA) was passed in Tennessee in 1992. It established the Basic Education Program (BEP) as the funding formula used to provide adequate, equitable, and sustainable school funding. The 1997 master plan is consistent with the national Goals 2000 legislation and addresses each of the eight national goals. The plan focuses on nine key areas, sets goals for those areas, identifies strategies to achieve the goals, identifies new costs to implement the strategies, and notes measures of progress for each goal. In support of the plan, the board has developed an action plan, outlining action needed to be undertaken by the board and the Tennessee General Assembly. The nine key areas include the following: early childhood education, primary and middle grades education, high school education, technology, professional development and teacher education, accountability and assessment, school leadership and school-based decision making, school safety, and funding. The plan also addresses goals and strategies in Tennessee's School-to-Career initiative. It sets the state board's priorities and defines an environment in which local school systems and the state can work for improvement. One table and one figure are included. (LMI)

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MASTER PLAN FOR TENNESSEE SCHOOLS

PREPARING FOR THE 21ST CENTURY

1997

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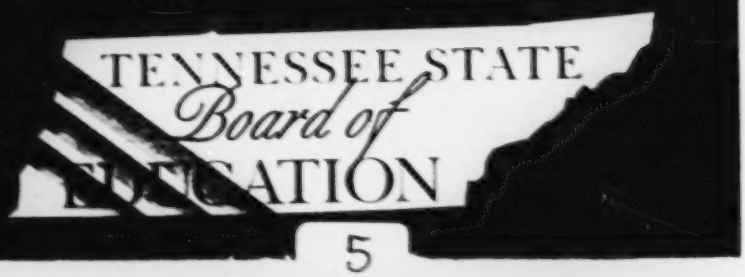
Master Plan
for Tennessee Schools

Preparing for the
21st
Century

1997



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Tennessee isn't leaving the education of its children to chance. The State Board of Education's Master Plan provides a comprehensive blueprint—including goals and strategies—for improving schools over the next several years.

The Master Plan addresses issues necessary to fulfill the promise of the Education Improvement Act (EIA) adopted by the 1992 legislature.

The Master Plan defines an environment in which local school systems and the state can work together for improvement. Its goals are tied to the funding commitment of the administration and the legislature.

MISSION:

To ensure that Tennessee schools are among the best in the nation.

Master Plan Key Result Areas

Early Childhood Education

GOAL: All children will begin school ready to learn.

Primary and Middle Grades Education

GOAL: All primary and middle grade students will achieve world-class standards.

High School Education

GOAL: All high school students will achieve world-class standards and leave school prepared for work and lifelong learning.

Technology

GOAL: State-of-the-art technology will be used to improve student learning.

Professional Development and Teacher Education

GOAL: The teaching profession will attract well qualified individuals who complete strong professional preparation programs and continue to grow professionally.

Accountability and Assessment

GOAL: Assessment will be used to improve student learning and demonstrate accountability.

School Leadership and School-Based Decision Making

GOAL: Leaders of schools and school systems will be well prepared and responsible for improved performance of schools and school systems.

School Safety

GOAL: All students and school personnel will have teaching and learning environments that are safe.

Funding

GOAL: The Basic Education Program will provide adequate and equitable funding for Tennessee schools.

Across the state, people understand that education is critical to Tennessee's quality of life and economic viability. Competitiveness is the byword for the 21st century —a competitiveness that extends throughout the world. Either we create schools to go forward into the next century, or we consign our future generations to life outside the economic, civic, and cultural mainstream.

State Board of Education
Authorization No. 331887
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February 1997

Performance Goals and Standards

In accordance with the EIA, the State Board of Education adopted specific performance goals and standards to measure the educational progress of school systems. The following goals are to be achieved by the year 2000:

Academic Gain

At each grade level in grades 3 through 8, an average gain on the TCAP norm referenced tests that is at least equal to the average national gain.

- *Value-added assessment shows Tennessee students' cumulative gains greater than the average national gains in language arts, social studies, and science, but below the average national gains in math and reading.*

Promotion

For grades K-8, an average promotion rate of at least 97%.

- *The statewide average promotion rate in 1995-96 was 96.6%.*

Dropouts

For grades 9-12, a dropout rate of no more than 10%.

- *The dropout rate in 1995-96 was 16.4%.*

Attendance

An overall average attendance rate of at least 95% for students in grades K-6 and 93% for students in grades 7-12.

- *In 1995-96, the statewide attendance rate for grades K-6 was 94.9%; for grades 7-12, it was 92.1%.*

Current Key Initiatives to Accomplish the Master Plan

- **Funding**
  a six-year plan for full funding of the Basic Education Program
- **Early Childhood Education**
  a plan for comprehensive programs for at-risk 3- and 4-year-olds and their families
- **Technology**
  classrooms transformed by state-of-the-art technology
- **High School**
  a core curriculum leading to post-secondary study and work
- **Teacher Education**
  improved preparation on campus and more hands-on experiences in classrooms
- **Professional Development**
  training for teachers and principals to improve student learning
- **School-Based Decision Making**
  moving decisions closer to the classroom
- **School Safety**
  a school safety center assisting schools

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MISSION

To ensure that
Tennessee schools are among
the best in the nation.

Our vision for Tennessee schools is that all students accomplish high levels of learning. Students actively engage in work which promotes understanding and application. They learn challenging subject matter and can access information, reason, and solve problems. Students are creative, possess good communication and social skills, and recognize the strength of diversity. They demonstrate responsibility, teamwork, and concern for others. When they graduate, they are prepared for work and lifelong learning, as well as family and civic responsibility.

Teachers are models of educated persons and are passionately focused on student learning. They exemplify the behaviors and knowledge they seek to instill in students. They teach with enthusiasm and are committed to high standards of quality in curriculum and instruction. Teachers are directly involved in decisions which affect student learning including curriculum design, instructional approaches, interpretation of assessments, and how to modify practices to improve performance of students and schools.

Teachers engage families in their children's education and work with them to nurture wholesome development. Each teacher continues to grow through meaningful, ongoing professional development and recognizes the need to constantly improve.

Students learn in schools that are safe, disciplined, adequately staffed, and well equipped. Funding is appropriate to ensure that students have the resources to accomplish high levels of learning. Leadership of school systems represents both vision and skillful management. Principals are educational leaders who provide direction, encourage teamwork, manage effectively, and promote broad involvement in decision making.

Schools are committed to success for all students. Instructional time is flexible to allow for individual student achievement, and multiple teaching strategies and technologies are used. Learning is highly valued and no child is left behind.

Assessments are multiple, measure student growth and understanding, reflect high standards, and are used to improve learning. They accurately depict individual student performance, and collectively, are one of the indicators of school and system effectiveness.

Schools solicit and rely heavily on constructive input and support from families, advocates, and community businesses and organizations. Schools constantly evaluate effectiveness to affirm that students know and can do what will be expected of them.

Schools, students, families, and communities are engaged as mutually reinforcing partners to educate young people. Their efforts begin early by ensuring that all children are provided high quality pre-kindergarten learning experiences which continue through graduation. While schools are continually improving, they hold constant the interests of students and purposes of education.

With the passage of the *Education Improvement Act (EIA)* in 1992, Tennessee reached a milestone in education reform. The *EIA* is far reaching legislation which touches all facets of education in our state. Most importantly, the *EIA* establishes the Basic Education Program (BEP) as the funding formula used to provide adequate, equitable, and sustainable school funding. The State Board of Education and the General Assembly are committed to a five-year plan for full funding of the BEP.

As we approach full funding of the Basic Education Program, Tennessee must focus on raising student achievement to world-class standards. The 1997 *Master Plan* focuses on the priority issues which must be addressed to fulfill the promise of the *EIA* and to develop a world class system of teaching and learning.

The plan is consistent with the Goals 2000 legislation and addresses each of the eight national goals. The plan also addresses goals and strategies in Tennessee's School-to-Career (STC) initiative.

We are making progress! Throughout our state, schools are reducing regular education class sizes, using new technology, and applying innovative teaching strategies to improve student learning. But, of course, there is still much to be done to ensure that all students become lifelong learners and are prepared for meaningful work.

The *Master Plan* sets the Board's priorities and defines an environment in which local school systems and the state can work for improvement. The plan focuses on nine key areas, sets goals for those areas, identifies strategies to achieve the goals, identifies new costs to implement the strategies, and notes measures of progress for each goal. In support of the plan, the Board has developed an action plan, outlining action needed to be undertaken by the Board and the General Assembly.

EARLY CHILDHOOD EDUCATION 1
Goal: All children will begin school ready to learn.

PRIMARY AND MIDDLE GRADES EDUCATION 2
Goal: All primary and middle grade students will achieve world-class standards.

HIGH SCHOOL EDUCATION 3
Goal: All high school students will achieve world-class standards and leave school prepared for work and lifelong learning.

TECHNOLOGY 4
Goal: State-of-the-art technology will be used to improve student learning.

PROFESSIONAL DEVELOPMENT AND TEACHER EDUCATION 5
Goal: The teaching profession will attract well qualified individuals who complete strong professional preparation programs and continue to grow professionally.

ACCOUNTABILITY AND ASSESSMENT 6
Goal: Assessment will be used to improve student learning and demonstrate accountability.

SCHOOL LEADERSHIP AND SCHOOL-BASED DECISION MAKING 7
Goal: Leaders of schools and school systems will be well prepared and responsible for improved performance of schools and school systems.

SCHOOL SAFETY 8
Goal: All students and school personnel will have teaching and learning environments that are safe.

FUNDING 9
Goal: The Basic Education Program will provide adequate and equitable funding for Tennessee schools.

KEY RESULT AREA 1

EARLY CHILDHOOD EDUCATION

GOAL:
All children will begin school ready to learn.

CURRENT STATUS:
Children come to school from widely varying backgrounds that affect their readiness to learn. Some reach school inadequately prepared. There are not sufficient comprehensive service programs in place to serve all at-risk children who need them. Approximately 12,000 of the 45,000 at-risk three- and four-year-olds do not have the opportunity to participate in any early childhood education program. Federally funded Head Start agencies currently serve about 30% of eligible children. Some local school systems and community agencies provide federally subsidized programs without comprehensive services. Children with disabilities receive services. Children whose parents are participating in the Families First welfare program will receive funds for child care. Legislation enabling the Department of Education to establish pilots consistent with the Board's *Early Childhood Education Plan* was adopted. However, no new state funding was provided. The state has provided funds for 104 family resource centers.

STRATEGIES:

1. Secure funding and implement the Board's *Early Childhood Education Plan* for all eligible three- and four-year-old children and their parents during the regular school day and calendar. Use federal and other state funds to provide child care for families in the program when school is not in session. Conduct local needs assessments, provide professional development, and monitor the quality of local early childhood education programs.

Implementation: *Implement 10 pilots in FY 98 to serve a minimum of 600 children. Serve 12,000 children by FY 2004.*

Cost: *Cost for 10 pilots is $3.0 million including operating, capital and start-up.*

2. Coordinate existing state and federal programs to achieve the Board's *Early Childhood Education Plan*. Foster collaboration among existing early childhood programs and promote coordination with school primary education programs.

Implementation: *FY 97 and annual.*

Cost: *Existing budget.*

3. Implement the Board's *Early Childhood and Parent Involvement Policy* in existing school-sponsored programs. Evaluate the effectiveness of existing programs.

Implementation: *FY 97 and annual.*

Cost: *Existing SDE budget.*

4. Sustain existing family resource centers serving preschool and school age children and their families. Expand the number of centers over a three-year period.

Implementation: *FY 98 and annual.*

Cost: *$225,000 for 8 new centers in FY 98.*

MEASURES:

- **Implementation of *Early Childhood Education Plan*** and funding schedule.
- **Increase in the number and percentage** of eligible three- and four-year-old children served by comprehensive early childhood programs.
- **Increase in number** of early childhood education programs accredited by NAEYC.

COSTS: Total new costs for Early Childhood Education: $3,225,000.

GOAL:
All primary and middle grades students will achieve world-class standards.

CURRENT STATUS:
Tennessee measures student learning two ways - achievement and rate of growth. Scores on the TCAP achievement test have risen gradually; TVAAS gains have improved in all areas except reading; scores on the writing assessment show improvement. New curriculum frameworks, consistent with national standards, have been adopted in English, mathematics, science, social studies, foreign language, and fine arts. Many schools have adopted promising practices such as multi-age classrooms, integrated curriculum, hands-on math and science, cooperative learning and peer tutoring. Yet, schools are not meeting the needs of some of the most vulnerable students nor are they fully challenging all students.

KEY 2

PRIMARY & MIDDLE GRADES EDUCATION

STRATEGIES:

1. Implement new curriculum frameworks and link assessment to instruction.

Implementation: FY 97 through FY 99.
Cost: Existing SDE budget.

2. Implement a primary grades curriculum emphasizing depth of understanding, especially in reading comprehension and application of math concepts. Adjust the assessment system accordingly.

Implementation: Implement new math curriculum in FY 97, language arts in FY 98, and assessment in FY 99.
Cost: Existing SDE budget.

3. Develop a comprehensive middle grades policy that includes curriculum, instruction, career exploration, teacher preparation, assessment, and exemplary schools as models.

Implementation: Develop recommendations by July 1997.
Cost: Existing SBE and SDE budgets.

4. Develop a comprehensive career guidance program that includes career awareness and exploration through job shadowing and field trips to business and industry, research in career clusters, and advisor-advisee programs. Involve business partners.

Implementation: FY 97 and annual.
Cost: Existing SDE budget, STC grants to local partnerships, and BEP.

5. Improve student learning by promoting innovations that emphasize active learning strategies and meet the needs of diverse learners — children who are academically talented, children with special needs, and children who are homeless or neglected. Integrate employment skills, such as listening and teamwork, into instructional programs. Identify best practices and provide consulting services.

Implementation: FY 97 and annual.
Cost: Existing SDE budget

6. Implement a comprehensive plan with appropriate measures to provide special education services consistent with federal requirements.

a. Implement services in the least restrictive environment.
b. Provide training for regular and special education teachers.
c. Use individualized education programs (IEPs), including assistive technology to improve student achievement, minimize the need for disciplinary action, and promote the coordination of services.
d. Assist school systems in developing a range of options for disruptive youth with disabilities.
e. Develop a plan to fund needed special education services and reduce class size; include funding for excess costs.

Implementation: FY 96 and annual.
Cost: Existing SDE budget and BEP.

7. Promote local efforts to involve parent(s) in their children's education. Provide information about educational innovations and ways parents can assist their own children.

Implementation: FY 97 and annual.
Cost: Existing SDE budget.

MEASURES:

- **Improved student performance** - both actual achievement and academic gain.
- **Improved student performance** in grades 4 and 8 on the writing assessment.
- **Improved student promotion rate** in grades K-8 (97% or higher by the year 2000).
- **Improved student attendance** in grades K-6 and 7-8 (95% or higher in grades K-6 and 93% or higher in grades 7-8 by the year 2000).

COSTS: New costs to be funded by STC grants to local partnerships.

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GOAL:
All high school students will achieve world-class standards and leave school prepared for work and lifelong learning.

CURRENT STATUS:
Tennessee's School to Career (STC) plan will provide all students a seamless program of study connecting secondary education, postsecondary education, and the workplace. It is a logical extension of the Board's *High School Policy*, begun in 1994. Several adjustments will be made to ensure that all students complete a rigorous core curriculum and have the opportunity to complete one of seven career clusters, including a work-based learning component. Indicators of student progress have improved on the ninth grade Competency Test in language arts and mathematics, the eleventh grade writing assessment, ACT, SAT, and Advanced Placement tests. The dropout rate has declined to 16.4%. Scores on Work Keys remain about the same.

KEY RESULT AREA 3

HIGH SCHOOL EDUCATION

STRATEGIES:

1. Revise the *High School Policy* to ensure that all students have the opportunity to complete a common core curriculum that includes challenging subject matter in English, mathematics, science, social studies, wellness, and employability skills and to complete a career pathway.

Implementation: *Develop in FY 97 and implement in FY 98-99.*
Cost: *Funded in BEP and existing SDE budget.*

2. Establish programs of study for career clusters and career pathways which link secondary and postsecondary education and lead to a postsecondary degree or skill certificate. Involve the private sector in development. Ensure that all students have the opportunity for work-based learning.

Implementation: *Develop in FY 97; implement in FY 98.*
Cost: *Funded in BEP, existing SDE budget, and STC grants to local partnerships.*

3. Develop a comprehensive career guidance program to assist students, with the support of parents, guidance counselors and businesses, in choosing a career path at the end of the tenth grade. Increase parent involvement throughout the high school years of study.

Implementation: *FY 97 and annual.*
Cost: *Funded in BEP and by STC grants to local partnerships.*

4. Implement strategies to expand applied learning strategies and integrate academic and technical curricula.

a. Implement project-based learning.
b. Expand work-based learning opportunities in partnerships with business and industry including internships, job shadowing, and apprenticeships.

Implementation: *FY 97 and annual.*
Cost: *Funded in BEP and by STC grants to local partnerships.*

5. Redeploy resources to provide extra support and extra time to ensure all students meet high expectations.

a. Use partnerships with business and industry to help students connect knowledge with application.
b. Provide tutoring by teachers, peers or community volunteers.
c. Implement a comprehensive plan to provide special education services consistent with federal requirements and to provide transitional services from high school to career.
d. Provide transitional services for students reentering schools from state care.

Implementation: FY 97 and annual.
Cost: *Funded in BEP, existing SDE budget, and STC grants to local partnerships.*

6. Determine whether current efforts in adult basic education and adult high school programs are sufficient to support Families First.

Implementation: *Determine in FY 97; provide needed funding in FY 99.*
Cost: *Adult basic education is funded through existing SDE budget; adult high schools are funded through BEP.*

MEASURES:

- **Improved performance** on the Tennessee Competency Test.
- **Improved performance** of 11th grade students on the writing assessment.
- **Increased number of students** completing advanced placement courses and meeting college credit requirements based on AP examinations.
- **Improved performance** on ACT, SAT or Work Keys.
- **Decreased percentage of students** entering postsecondary institutions requiring remedial and developmental studies.
- **Improved student attendance** in grades 9-12 (93% or higher by the year 2000).
- **Decreased student dropout rate** in grades 9-12 (10% or less by the year 2000).
- **Increased GED** and adult high school completion.
- **Career status of special education students** after five years.

COSTS: New costs to be funded by STC grants to local partnerships.

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GOAL:
State-of-the-art technology will be used to improve student learning.

CURRENT STATUS:
Tennessee has made a major commitment to bring state-of-the-art technology and training to over 4,000 classrooms. In addition, all schools will be connected to the Internet through the ConnecTEN initiative. The State Board of Education has adopted an Education *Technology Long-Range Plan* to guide state and local planning.

KEY RESULT AREA 4

TECHNOLOGY

STRATEGIES:

1. Use technology to improve student learning by providing each student and teacher access to instructional technology.

a. Use technology to promote active learning and individualize instruction.
b. Ensure access to assistive technology for students with disabilities.
c. Develop criteria for evaluating the impact of technology on teaching and learning.

Implementation: *FY 97 - FY 2000; develop criteria by FY 98.*

Cost: *Existing SDE budget and BEP.*

2. Integrate technology with curriculum and instruction to improve teaching and learning.

a. Use a clearinghouse of exemplary classroom practices.
b. Use technology to coordinate K-12 instruction with higher education and business partnerships.

Implementation: *FY 97 and annual.*

Cost: *Existing SDE budget.*

3. Use technology implemented through ConnecTEN to connect students and teachers to learning opportunities outside the classroom. Provide technical assistance and support for networking in schools.

Implementation: *FY 98.*

Cost: *$1 million for ConnecTEN network management.*

4. Increase instructional technology training in teacher preparation programs consistent with the Board's *Teacher Education Policy* and provide professional development opportunities for teachers, administrators, and technology coordinators.

Implementation: *Standards for new teachers implemented September 1996. Professional development, FY 97 and ongoing.*

Cost: *Existing SDE budget.*

5. Implement a management information system to assist management of local school systems, improve communication between school systems and the state, and direct state policymaking and resource deployment.

Implementation: *Implement by January 1998.*

Cost: *Existing SDE budget.*

6. Ensure broad-based involvement in the planning, development, implementation, and evaluation of technology initiatives by including education, research, technology, and business constituencies.

Implementation: *FY 97 and annual.*

Cost: *Existing SDE budget.*

MEASURES:

- **Student access to technology.**
- **Number of teachers and administrators trained** in the use of technology and strategies for integrating technology in the curriculum.
- **Number of school systems** with information management systems in use.
- **Teacher feedback** on planning, involvement, and instructional uses of technology.
- **Improved learning** as measured by current and new assessments. (See Key Result Areas 2, 3, and 6.)

COSTS: Total new costs for technology: $1 million.

GOAL:

The teaching profession will attract well qualified individuals who complete strong professional preparation programs and continue to grow professionally.

KEY RESULT AREA 5

CURRENT STATUS:

Rigorous new teacher education programs are attracting more and better students. Internships and expanded student teaching experiences are successful. Teacher supply and demand are in balance, but the number of minorities graduating and entering teaching is too low. The teaching force is stable; the 4% turnover rate is below the national average. A leader in teacher education reform, Tennessee's most pressing need is for expanded professional development to support the other strategies in the *Master Plan* particularly those related to School-to-Career.

PROFESSIONAL DEVELOPMENT & TEACHER EDUCATION

STRATEGIES:

1. Improve professional development at the school level.
a. Link professional development to school improvement.
b. Conduct state-sponsored professional development activities for local school teams.
c. Use the five inservice days more effectively.
d. Provide scheduling flexibility to allow time for professional development.
e. Use state extended contract and federal resources (Goals 2000, Title I, Eisenhower, STC, and others).
f. Use technology to provide professional development.
g. Use model demonstrations involving K-12 and higher education faculties.

Implementation: *FY 97 - FY 99.*
Cost: *Existing SDE budget.*

2. Implement a statewide clearinghouse of information about innovative practices for schools; promote teacher and administrator use of the Internet; and encourage communication among teachers.

Implementation: *FY 97 and annual.*
Cost: *Existing SDE budget.*

3. Revise requirements for teacher licensure renewal by providing professional development options linked to school improvement and the revised State Model for Local Evaluation. Involve institutions of higher education.

Implementation: *Develop in FY 97; implement in FY 98.*
Cost: *Existing SDE budget.*

4. Pilot and implement the revised State Model for Local Evaluation to reflect multiple teaching methods, emphasize professional growth and include student performance information.

Implementation: *Pilot in FY 97; implement in FY 98-FY 2000.*
Cost: *Existing SDE budget.*

5. Provide reimbursement to Tennessee teachers who seek voluntary national certification by the National Board for Professional Teaching Standards (NBPTS). Provide funding for a pilot to cover the evaluation fee for teachers who complete the NBPTS evaluation.

Implementation: *Provide funding in FY 98 for 25 candidates.*
Cost: *$2,000 per candidate; $50,000 total.*

6. Improve the pre-service classroom experience of teacher and administrator candidates by implementing the Board's *Teacher Education Policy*, promoting internships, implementing professional development schools, and improving partnerships between higher education and local schools.

Implementation: *FY 97 and annual.*
Cost: *Existing budget and Goals 2000 funding.*

7. Revise teacher licensure standards to reflect national standards and the School-to-Career system. Develop a voluntary middle grades endorsement.

Implementation: *Develop in FY 97; implement no later than FY 2000.*
Cost: *Existing SDE budget.*

8. Develop a jobs registry of teaching and administrative applicants using the Internet.

Implementation: *Develop in FY 97 and implement in FY 98.*
Cost: *Existing SDE budget.*

9. Increase the number of minority teachers and teachers in shortage areas by expanding current state scholarship programs.

Implementation *FY 98 - FY 2000.*
Cost: *Minority Teacher Fellowship Program($50,000 FY 98 and an additional $50,000 in FY 99 and FY 2000). Higher education budget.*

MEASURES:

- **Improved quality** of local professional development.
- **Increased partnerships** between higher education and local schools.
- **Improved placement rate** of recent teacher education graduates.
- **Increase in minority teacher** education graduates and minorities entering teaching.
- **Improved quality of teacher candidates** as measured by ACT and SAT.
- **Improved results** on national assessments of teacher candidates.
- **Improved student learning** as measured by current and new assesments. (See Key Result areas 2, 3, and 6.)
- **Institutional compliance** with the *Teacher Education Policy* as determined by the program approval process.

COSTS: Total new costs for Professional Development and Teacher Education: $50,000.

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GOAL:
Assessment will be used to improve student learning and demonstrate accountability.

CURRENT STATUS:
The EIA specifies accountability procedures. Tennessee's plan to monitor performance includes performance goals adopted by the Board. An information management system will be in place in 1997-98. Tennessee has adopted new curriculum frameworks from which performance standards and assessments may be derived. The School-to-Career system will require students to meet world-class standards and multiple methods to assess performance.

KEY RESULT AREA 6

ACCOUNTABILITY AND ASSESSMENT

STRATEGIES:

1. Determine the appropriate set of student assessments and revise the state testing policy.

Implementation: Develop recommendation by January 1997.
Cost: Existing SDE and SBE budgets.

2. Define the next set of components for the Tennessee Comprehensive Assessment Program in accordance with state curriculum frameworks and national standards; include performance components that measure application.

Implementation: Develop recommendation by May 1997.
Cost: Existing SDE budget.

3. Develop standards for a tenth grade test including core academic subjects and employability skills. Involve the private sector in development.

Implementation: Develop in FY 97; implement in FY 99.
Cost: Existing SDE budget.

4. Administer a writing assessment at primary, middle and secondary levels in accordance with Board policy and help teachers improve writing instruction.

Implementation: FY 97 and annual.
Cost: $750,000 in FY 98.

5. Determine appropriate incentives for schools and sanctions for school systems under the revised assessment policy.

Implementation: Develop in FY 97; implement in FY 99.
Cost: Existing SDE budget.

6. Provide assistance to school systems not meeting performance goals.

Implementation: FY 97 and annual.
Cost: Existing SDE budget.

7. Ensure that teacher effect data from the Tennessee Value-Added Assessment System is used appropriately, consistent with the requirements of the EIA and the recommendations of the outside evaluation.

Implementation: FY 97.
Cost: Existing SDE budget.

8. Implement an accurate, accessible information management system.

Implementation: Tennessee Education Network to be implemented by January 1998.
Cost: Existing SDE budget.

9. Revise the Master Plan annually and provide feedback on *Master Plan* accomplishments on an annual basis.

Implementation: FY 97 and annual.
Cost: Existing SBE budget.

MEASURES:

- **Improved student learning** as measured by current and new assessments. (See Key Result areas 2 and 3.)
- **Accurate, accessible information** available for resource deployment and policy making.

COSTS: Total new costs for accountability and assessment: $750,000.

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GOAL:
Leaders of schools and school systems will be well prepared and responsible for improved performance of schools and school systems.

KEY RESULT AREA 7

SCHOOL LEADERSHIP AND SCHOOL-BASED DECISION MAKING

CURRENT STATUS:
The FIA provides for sweeping changes in school governance. School boards will be elected. Superintendents will be appointed (51 counties in 1996; 63 by 1998; all in 2000). Principals have new responsibilities and serve under performance contracts. New principals and supervisors of instruction are being prepared and licensed under a new credentialling program. School-based decision making is being implemented in about 200 schools through local initiative and the process of shared decision making. To give local school systems greater flexibility in decision making, the Board has completed a comprehensive revision of its rules. Further legislative action is needed to eliminate obsolete laws.

STRATEGIES:

1. Assist local school systems in developing and implementing strategic plans and individual school improvement plans. Use the Tennessee School Improvement Planning Process as a model for comprehensive planning.

Implementation: *FY 97 and annual.*

Cost: *Existing SDE budget.*

2. Implement the Board's *Policy for the Principal* and *Policy for the Supervisor of Instruction* regarding recruitment, selection, preparation, performance assessment, and professional development.

Implementation: *FY 97 and annual.*

Cost: *Existing SDE budget.*

3. Conduct state-sponsored professional development programs for leadership teams from schools and school systems. Use partnerships with business and industry to expand professional development.

Implementation: *FY 97 and annual.*

Cost: *Existing SDE budget.*

4. Provide training to promote school-based and shared decision making linked to state and local school system goals and school improvement plans.

Implementation: *FY 97 and annual.*

Cost: *Existing SDE budget.*

5. Eliminate obsolete and conflicting state laws and State Board of Education rules.

Implementation: *Recommend revisions to code in FY 98; adopt in FY 99. Annual rules review.*

Cost: *Existing budget.*

MEASURES:

- **Number of administrators** prepared and entering the profession under new licensure standards.
- **Increased number of schools** using school-based decision making and shared decision making.
- **Improved quality** of school system strategic plans and school improvement plans.
- **Increased effectiveness of schools** as measured by local performance goals and State Board of Education performance goals.
- Updated code and rules that are comprehensible for users.

COSTS: No new costs.

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GOAL:
All students and school personnel will have teaching and learning environments that are safe.

KEY RESULT AREA 8

CURRENT STATUS:
Widespread concern exists in Tennessee communities about youth violence and school safety. Data, while incomplete, indicate an increase in severity of violence rather than growth in the number of violent incidents among children. Some children now exhibit violence at an earlier age. School personnel and others believe that learning cannot take place where students are fearful. These concerns require efforts on the part of schools, students, parents, and communities to make schools safe. The Tennessee School Safety Center and the Board's School Safety Advisory Council have been established and are functioning. School systems have developed school safety plans.

SCHOOL SAFETY

STRATEGIES:

1. Implement the Board's *School Safety Policy.*

Implementation: *FY 97 and annual.*

Cost: *Existing SDE budget.*

2. Develop recommendations regarding school safety issues related to special education students.

Implementation: *FY 97.*

Cost: *Existing SDE budget.*

3. Implement three pilot alternative schools, in accordance with the Board's *Changing Risk to Resiliency: A Model for Alternative Schools* and determine the schools' effectiveness.

Implementation: *FY 97.*

Cost: *Existing state and federal funds.*

4. Improve working relationships among the justice system, school leaders, and parents .

Implementation: *FY 97 and annual.*

Cost: *Existing Budget.*

MEASURES:

- **Improved learning** in regular schools and in alternative placements.
- **Decreased incidence of violence** in schools.
- **Number of students** in alternative placements and number who return successfully to regular schools.

COSTS: No new costs.

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GOAL:
The Basic Education Program will provide adequate and equitable funding for Tennessee schools.

KEY RESULT AREA 9

CURRENT STATUS:
The Basic Education Program (BEP) funding formula adopted as part of the EIA provides a rational and equitable funding mechanism. The state is committed to a six-year plan to bring about full funding of the BEP by FY 98. State formula funds allocated to public schools in FY 97 are equivalent to funding the state share at 93.2% of full funding. The salary equity plan has been phased in over two years. The BEP formula has improved funding equity over the last five years.

FUNDING

STRATEGIES:

1. Complete full funding of the BEP formula to provide all schools with essential components including personnel, class size reduction, technology, textbooks, materials, transportation and capital expenditures.

Implementation: *FY 97 - FY 98.*

Cost: *FY 97 - $126.5 million; and FY 98 - $194.8 million (estimated).*

2. Use the BEP Review Committee to review the BEP formula regarding component costs and standards of adequacy, equity, and fairness. Determine and provide for costs of additional mandated initiatives.

Implementation: *FY 97 and annual.*

Cost: *In six-year BEP plan.*

3. Assist school systems in planning to meet class size requirements mandated by the EIA.

Implementation: *FY 97 and annual.*

Cost: *In six-year BEP plan.*

4. Develop recommendations regarding the special education funding formula and state funding of excess costs.

Implementation: *Develop in FY 97; implement in FY 99.*

Cost: *No cost to develop.*

5. Develop a recommendation regarding funding professional development through the BEP.

Implementation: *Develop in FY 97; provide funding in FY 99.*

Cost: *None to develop.*

6. Fund Master Plan initiatives in addition to the BEP, as set forth in the accompanying statement of funding needed to support the *Master Plan.*

Implementation: *FY 98 and annual.*

Cost: *$5.0 million in FY 98.*

MEASURES:

- **Full funding** of the BEP on schedule.
- **BEP formula** based on market-based costs.
- **Comparison of state and local funding** per student among LEAs over time.
- **Funding** of other Master Plan initiatives.
- **Performance of schools and school systems** as measured by the performance goals adopted by the State Board of Education.

COSTS: Full FY 98 BEP funding : $194.8 million (estimated).
Other Master Plan initiatives: $5.0 million. Total: $199.8 million.

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MASTER PLAN	SCHOOL-TO-CAREER	NATIONAL GOALS
→ **Early Childhood Education**		→ School Readiness → Parental Participation
→ Primary and Middle Grades Education	→ High Expectations for All Students → Curriculum: Academic and Applied Learning → Career Awareness, Exploration	→ Student Achievement and Citizenship in Nine Core Subjects → Mathematics and Science → Parental Participation
→ High School Education	→ Preparation for Work and Lifelong Learning → Core Curriculum → Career Clusters and Pathways → Career Counseling → Work-Based Learning	→ School Completion → Student Achievement and Citizenship → Mathematics and Science → Adult Literacy and Lifelong Learning → Safe, Disciplined and Alcohol and Drug-Free Schools → Parental Participation
→ Technology	→ Technology-Infused Curriculum → Applied Learning	→ Student Achievement and Citizenship → Mathematics and Science → Teacher Education and Professional Development
→ Professional Development and Teacher Education	→ Professional Growth for Teachers, Administrators and Counselors	→ Teacher Education and Professional Development
→ Accountability and Assessment	→ Globally Competitive Standards → Assessment: Academic and Applied Learning	→ Student Achievement and Citizenship
→ School Leadership and School-Based Decision Making	→ Community-Based Collaborative Partnerships → Professional Growth for School Leaders	→ Parental Participation
→ School Safety		→ Safe, Disciplined and Alcohol and Drug-Free Schools
→ Funding	→ Funding to Local Partnerships	

FUNDING NEEDED TO SUPPORT THE MASTER PLAN

State law mandates the State Board of Education to advise the Governor, the General Assembly, and others regarding the funding needs of Tennessee's public schools. This summary provides an estimate of funding needed to achieve Tennessee's education goals and accountability standards as established in the *Master Plan for Tennessee Schools* and the *Education Improvement Act (EIA)*.

The Basic Education Program (BEP) funding formula is the basis for determining the full amount of funding needed by the schools. Full funding of the BEP is mandated by FY 1997-98, in accordance with the six-year plan.

Current state funding mechanisms provide school systems with approximately 93.2% of the state funds they would receive if the BEP was fully funded in FY 1996-97. Recommended improvements reflected in this report will result in full funding of the BEP in FY 1997-98.

The State Board of Education recommends the following improvements to fund the BEP and other *Master Plan* initiatives:

- Basic Education Program - $194.8 million.
- Early Childhood Education: $3,000,000 for early childhood pilots and $225,000 for Family Resource Center improvement.
- Technology: $972,100 for ConnecTEN management.
- Professional Development: Twenty-five candidates for National Board for Professional Standards Certification @ $2,000 each - $50,000.
- Minority Teaching Fellows: Ten teachers @ $5,000.
- Writing Assessment: $750,000.

Cost of BEP and other *Master Plan* initiatives: $199,839,600.

A total of $2,348,001,800 is required to support base requirements for K-12 funding and improvements of $233,622,200 including improvements in the BEP, *Master Plan* initiatives, and other requirements of K-12 education. The total of *Master Plan* initiatives and other improvements are shown in Table 1.

TABLE 1 - DETAIL OF FUNDING NEEDS

	Base 1997/98	Recommended Improvements		Funding Needs 1997/98	Basis of Recommended Improvement
BEP					
BEP Formula	$1,939,336,400	$194,792,500	*	$2,134,128,900	BEP 6 yr plan
21st Century Classrooms	7,000,000	0		7,000,000	
Salary Equity	12,000,000	0		12,000,000	Salary Equity Plan
Growth Supplements (2%)	8,024,300	0		8,024,300	
ConnecTEN	3,000,000	0		3,000,000	Technology
Performance Incentive	500,000	0		500,000	
TOTAL BEP ALLOTMENT CODE	$1,969,860,700	$194,792,500		$2,164,653,200	
SPECIAL INITIATIVES					
Technology	$2,507,300	$972,100	*	$3,479,400	ConnecTEN Mgmt
At-Risk	8,066,800	225,000	*	8,291,800	Family Resource Ctr.
Early Childhood	0	3,000,000	*	3,000,000	SBE - Master Plan
Professional Development	2,390,400	50,000	*	2,440,400	
TOTAL SPECIAL INITIATIVES	$12,964,500	$4,247,100		$17,211,600	
STATE LEVEL PROGRAMS/TECHNICAL ASSISTANCE					
Adult Community Education	$2,202,000	$650,000		$2,852,000	ACE F/T Match
Governor's Schools	1,331,000	80,000		1,411,000	Gifted Students
Child Nutrition Program	4,731,100	65,000		4,796,100	Req. Federal match
Drivers Education	1,650,000	0		1,650,000	
Public Television & Museum	2,223,600	65,000		2,288,600	
Vocational Ed Flow Through	961,200	0		961,200	
Writing Assessment		750,000	*	750,000	
Departmental Programs	24,299,200	1,350,000		25,649,200	
TOTAL STATE LEVEL PROGRAMS	$37,398,100	$2,960,000		$40,358,100	
SPECIAL SCHOOLS					
York Institute	$2,854,000	$69,000		$2,923,000	T&E
TSB	6,366,700	44,500		6,411,200	T&E
TSD	9,026,200	28,000		9,054,200	T&E
WTSD	1,412,400	12,500		1,424,900	T&E
TN Infant Parent School	2,358,000	6,500		2,364,500	T&E
Major Maintenance	239,000	250,000		489,000	
TOTAL SPECIAL SCHOOLS	$22,256,300	$410,500		$22,666,800	
CAREER LADDER					
CL Supplements	$71,900,000	$31,212,100		$103,112,100	CL personnel
TOTAL CAREER LADDER	$71,900,000	$31,212,100		$103,112,100	
TOTAL	$2,114,379,600	$233,622,200		$2,348,001,800	

* Master Plan Initiative

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The figure below illustrates how Tennessee has, over the past five years, narrowed the gap between the funds required to fully fund the BEP and the funds actually provided by the state.

Figure 1 - Comparison of Cost of Full BEP Funding and Actual BEP Funding, State Share 1992-93 through 1997-98 (projected)

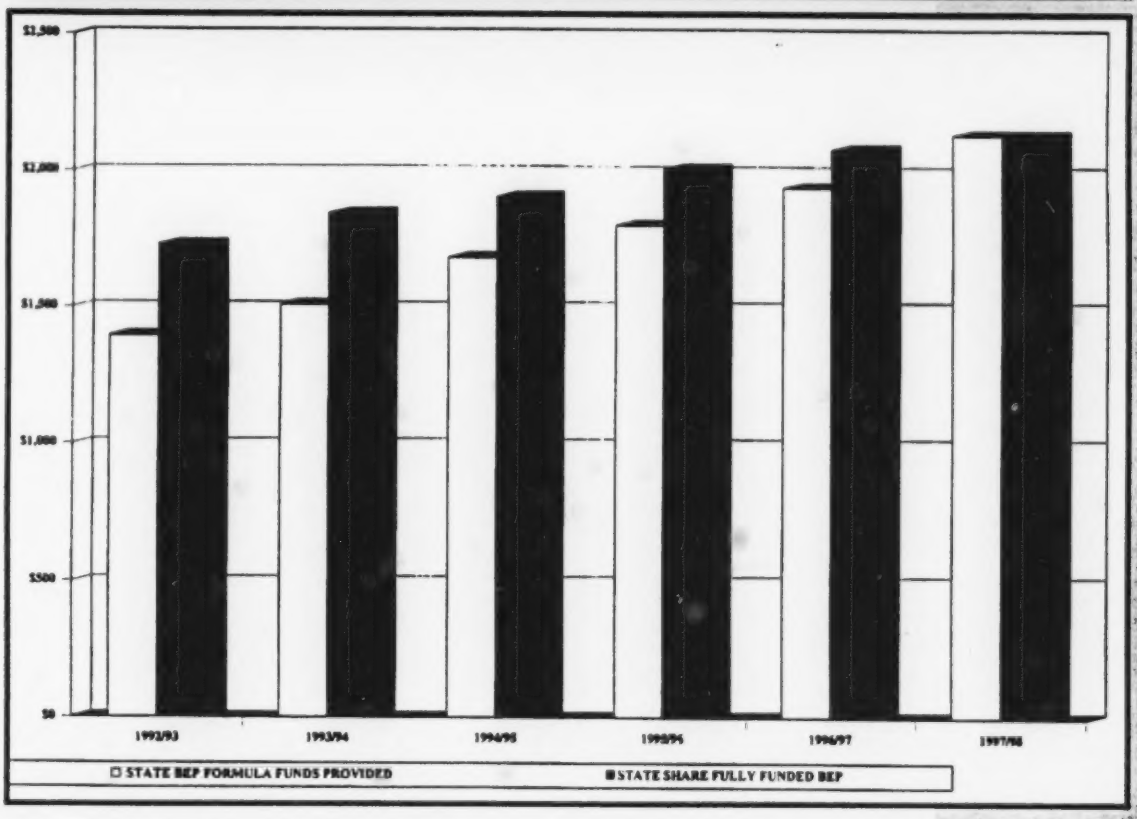

Table 2 on the following page shows the funding amounts for the BEP and *Master Plan* initiatives since FY 1992-93, the first year of the BEP.

A key strategy to meet the goals of the Board's *Master Plan* is to provide educators with a "full toolbox of resources." The BEP is the essential element in providing this toolbox. The BEP identifies the resources needed to provide a basic education to all students. The model then determines the funding level required for each system to provide a basic level of services, taking into account the wide variation in the ability of local governments to raise tax revenues (fiscal capacity) and equalizes the relative ability to pay. The components of the BEP, and the basis for assigning costs to them, are set forth in a separate publication.

TABLE 2 - STATUS OF BEP FUNDING & PROJECTION OF NEEDS

Category	1992/93 Actual	1993/94 Actual	1994/95 Preliminary	1995/96 Estimated	1996/97 Estimated	Recommended Improvement	1997/98 Estimated
BEP Formula	$2,565,121,987	$2,712,711,900	$2,805,102,800	$2,964,567,100	$3,075,437,610		$3,154,932,874
BEP - State Share if Fully Funded	1,729,428,800	1,842,027,200	1,903,647,300	2,009,205,800	2,081,280,333		2,132,845,632
BEP - State Share Actually Funded	1,392,539,200	1,507,627,400	1,680,684,700	1,798,416,200	1,939,336,400	193,509,232	2,132,845,632
Percent BEP Funded	80.5%	81.8%	88.3%	89.5%	93.18%		100.00%
BEP Improvement Over Prior Year	145,291,800	115,088,200	173,057,300	117,731,500	140,920,200		193,509,232
Cumulative Improvement BEP Formula	145,291,810	260,380,000	433,437,300	551,168,800	692,089,000		885,598,232
BEP - Formula - State Share	1,392,539,200	1,507,627,400	1,680,684,700	1,798,416,200	1,939,336,400	194,792,500	2,134,128,900
BEP - ADM Growth	8,024,300	8,024,300	8,024,300	8,024,300	8,024,300	0	8,024,300
BEP - TEN & 21ST Century Classroom		35,167,500	34,884,000	10,000,000	7,000,000	0	7,000,000
BEP - Performance Incentive			499,500	500,000	500,000	0	500,000
BEP - Salary Equity				7,000,000	12,000,000	0	12,000,000
BEP - Trust Fund Interest	4,020,500	8,248,700	16,359,600	0	0	0	0
BEP - WWW				0	3,000,000	0	3,000,000
BEP - FICA/TCRS Adjustment				0	4,700,000	0	0
BEP - Childrens Plan	7,480,900	0	2,707,300	335,900	0	0	0
Total BEP Allotment Code	$1,412,072,900	$1,559,067,900	$1,743,159,400	$1,824,276,400	$1,974,560,700	$0	$2,163,369,932
Special Initiatives				12,256,500	12,964,500	4,247,100	17,211,600
State Programs and Tech Assistance				34,606,100	37,398,100	2,960,000	40,358,100
Special Schools				20,710,900	22,256,300	410,500	22,666,800
Career Ladder				103,213,500	71,900,000	31,212,100	103,112,100
Total Other	$167,369,200	$165,489,000	$173,629,062	$170,786,900	$144,518,900	$38,829,700	$183,348,600
Total Appropriation	$1,580,242,100	$1,724,556,900	$1,916,788,462	$1,995,063,300	$2,119,079,600	$232,338,932	$2,346,718,532
Total Increase Over Prior Year	14%	9%	11%	4%	6%		11%
Total Increase Over Base Year	14%	25%	39%	44%	53%		70%
1991/92 Base Year Total Appropriation	1,382,321,090						

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INTRODUCTION

This report is prepared annually by the State Board of Education and the Commissioner of Education in accordance with the *Public Education Governance Reform Act* (1984). It sets forth performance goals established for Tennessee school systems in accordance with the *Education Improvement Act* (1992) and provides a summary of data needed to evaluate progress under the Board's *Master Plan*. Comprehensive reports are available in the 21st Century Schools *Program Report Card* (November 1996) and the *Annual Joint Report on Kindergarten Through Higher Education* (January 1997).

PERFORMANCE GOALS FOR TENNESSEE SCHOOL SYSTEMS

GOALS TO BE ACHIEVED BY EACH SCHOOL SYSTEM BY THE YEAR 2000

GOAL 1 - ACADEMIC GAIN

An average gain in reading, language, mathematics, science and social studies at each grade in grades 3 through 8 that is equal to or greater than the average national gain as measured by scale scores (plus or minus two standard errors of measurement) on the TCAP norm-referenced tests.

Value-added assessment shows Tennessee students' cumulative gains greater than the average national gains in language arts, social studies, and science but below the average national gains in math and reading.

GOAL 2 - PROMOTION

An overall average student promotion rate of at least 97% in grades K-8.

The statewide average promotion rate in 1995-96 was 96.6%.

GOAL 3 - DROPOUTS

A dropout rate of no more than 10% for grades 9 through 12.

The dropout rate in 1995-96 was 16.4%.

GOAL 4 - ATTENDANCE

An overall average attendance rate of at least 95% for students in grades K-6 and 93% for students in grades 7-12.

In 1995-96 the statewide average attendance rate for grades K-6 was 94.9%; for grades 7-12 it was 92.1%.

TCAP Nationally-Normed Test

In 1996, scores on the Tennessee Comprehensive Assessment Program's (TCAP) nationally-normed test for students in second through eighth grade were above the median national percentiles on 34 (97%) of 35 subtests in reading, language, mathematics, science, and social studies. Compared with the first administration of the test in 1990, Tennessee students have improved their scores on 66% of the subtests.

Comprehensive Assessment Program - National Percentiles (1996)

	Grade						
	2	3	4	5	6	7	8
Reading	51	59	58	53	51	54	56
Language	65	52	61	59	55	59	60
Mathematics	67	65	66	63	58	59	57
Science	58	62	63	54	55	58	63
Social Studies	57	62	54	63	49	64	57

TCAP Competency Test

Results from the second Competency Test show that in 1995-96 a greater percentage of the students taking the test for the first time in ninth grade passed mathematics, language arts, and both parts of the test than in 1994-95.

Percent First Time Takers Passing Competency Test (1995 - 1996)

	1994-95	1995-96
Mathematics	66%	71%
Language Arts	78%	80%
Both	61%	66%

TCAP Writing Assessment

Scores on the Writing Assessment administered in fourth, eighth, and eleventh grade significantly improved for all three groups of students compared with 1994-95 results.

Writing Assessment
(1995 - 1996)

Grade	Scale	Percent of Student Scores Greater Than or Equal to Three 1994-95	1995-96
4	(1-6)	56.8%	71.7%
8	(1-6)	74.8%	82.5%
11	(1-6)	70.0%	81.1%

Tennessee Value-Added Assessment System

The Tennessee Value-Added Assessment System (TVAAS), a new concept in measuring student achievement over time, was initiated in 1993. Using the TCAP nationally-normed test scores, value-added assessment measures the academic gain made each year by students in grades 3-8. Although progress varies from school system to school system, statewide results show that in 1996 in all five subjects more Tennessee schools made average cumulative gains within 90% to 100% of national norm gains than in 1995.

Value-Added Assessment - Cumulative Gain Grades 3-8
(1994 - 1996)

	1993-94	1994-95	1995-96
Math	95.9%	92.3%	93.0%
Reading	104.7%	97.7%	96.6%
Language Arts	107.3%	101.5%	100.7%
Social Studies	93.7%	97.1%	102.2%
Science	98.0%	98.4%	101.1%

Exit Exams

The 1995-96 school year marked the first time Tennessee's seniors were required to take either the ACT, SAT, or Work Keys exam as an exit requirement. Although statewide average scores declined, as expected, on all three exams this year, students did far better than anticipated, considering the dramatic increase in the number of students taking the exams.

Exit Exams
(1995-1996)

	1994-95		1995-96	
	State	National	State	National
American College Test (ACT) (1-36)				
English	20.3	20.2	19.8	20.3
Mathematics	19.3	20.2	18.9	20.2
Reading	21.0	21.3	20.4	21.3
Science Reasoning	20.3	21.0	19.9	21.1
Composite	20.3	20.8	19.9	20.9
Scholastic Aptitude Test (SAT)				
Verbal (200-800)	571	504	563	505
Math (200-800)	560	506	552	508
Combined (400-1600)	1,131	1,010	1,115	1,013

	1994-95	1995-96
Work Keys		
Reading for Information (3-7)	4.5	4.1
Applied Mathematics (3-7)	4.3	3.8
Listening (0-5)	2.2	2.7
Writing (0-5)	2.7	2.7
Teamwork (3-6)	3.9	3.4

Advanced Placement

The number of schools and students participating in the Advanced Placement (AP) program has significantly increased in the last five years. Since 1987 the number of candidates has increased 79% from 4,227 to 7,556 and the percentage of exams with scores of 3 to 5 - qualifying for college credit - is higher than the national average.

Advanced Placement Candidates
(1994-1996)

	1994	1995	1996
Students Taking Exams	6,779	7,226	7,556
Exams Taken	10,317	10,987	11,520
Number of Exams with Scores of 3 to 5	6,845	6,997	7,441
% Tennessee Exams with Scores of 3 to 5	66%	64%	65%
% National Exams with Scores of 3 to 5	66%	66%	63%

Student Data

Data on attendance, promotion, dropouts, expulsions and suspensions are useful in analyzing student performance. The attendance rates have been steady over the last several years and the promotion rate has increased slightly.

The 1995-96 high school dropout rate is 16.4%. This year, for the first time, the state and local dropout rates are based on four years of actual data. This cohort rate represents the percentage of a 9th grade class that has dropped out by the end of the 12th grade. In the past, the dropout rate had to be projected from the most recent reporting data. Last year's projected rate was 17.9%. The one-year event rate of 4.5% was the lowest rate achieved since 1992-93.

In addition to the 43,000 students who receive high school diplomas each year, about 12,000 individuals receive GED credentials.

Student Data
(1992-1996)

	1991-92	1992-93	1993-94	1994-95	1995-96
Attendance Rate					
K-6	94.7%	94.7%	95.0%	94.9%	94.9%
7-12	92.3%	92.0%	91.9%	91.8%	92.1%
Promotion Rate	95.8%	96.1%	96.1%	96.5%	96.6%
Dropout Rate 9-12					
Event		4.8%	4.7%	4.8%	4.5%
Cohort					16.4%
Expelled	426	709	875	1,766	2,088
Suspended	53,374	57,399	63,595	66,814	66,914

Teacher Education, Supply, and Demand

The current work force includes approximately 50,000 teachers. In the past, Tennessee hired an average of 3,000 new teachers each year. This number has increased to 4,113 in 1995-96 as a result of an infusion of BEP funds. In that year 58% had no prior teaching experience, while 42% were re-entering teachers with prior experience. Nearly one-fifth complete their highest degree at out-of-state institutions. The number of teacher education graduates from Tennessee public and private colleges and universities increased 35.9% from 2,196 in 1986-87 to 2,984 in 1995-96. Teacher turnover is 6%.

Teacher Licensure - PPST and NTE

Students seeking admission into approved teacher education programs must receive qualifying scores on the Pre-Professional Skills Test (PPST) or the equivalent Computer Based Assessment. Candidates for initial licensure are required to make a minimum score on the Core Battery of the NTE and to complete specialty area tests in one of 39 endorsement areas. The NTE will soon be replaced by the new Praxis program. Ninety-five percent of graduates pass the NTE Core Battery each year.

Minority Teachers

While the percentages of minorities completing teacher preparation programs and entering teaching are improving, the percentages are still too low. The percentage of teacher education graduates who are minorities has increased from 4.3% to 7.8% in the last five years. However, only 10.7% of the teaching force is minority, compared to 23.1% of the student population.

Student Demographics

Tennessee's 139 local school systems operate 1,562 schools that employ 56,000 professional educators and serve 875,700 students. Tennessee's student population is approximately 75% Caucasian, 23% African American, and 2% other minorities. Approximately 19% of the students receive special education services, 14% are in Title I compensatory education programs, and 39% receive free or reduce-price school meals.

Personnel

Statewide statistics for school system personnel show that over 50% of local system positions are filled by classroom teachers and 5% by student support personnel such as counselors and librarians. Professional educators are eligible for career ladder certification after serving the required number of years. In 1995-96, 23% of those eligible had attained career levels II or III.

Personnel
(1994-1996)

	1993-94	1994-95	1995-96
Teachers	51.4%	51.5%	51.5%
Assistants	10.7%	11.0%	11.2%
Student Support	4.9%	5.1%	5.2%
Staff Support	5.0%	5.1%	5.1%
Administrators	3.1%	3.0%	3.0%
Other	25.0%	24.5%	24.0%
Career Ladder			
Eligibles for II or III	41,670	43,810	42,958
Attaining II or III	9,355	9,680	9,885
% Attaining II or III	22.5%	22.1%	23.0%

Expenditures by Category

In analyzing school performance, it is useful to examine information regarding expenditures by category (operating, capital outlay, debt service and other) as well as by function. The average expenditure per student for 1995-96 was $4,713 and the average teacher's salary was $33,126.

Expenditures (1994-1996)

	1993-94	1994-95	1995-96
Expenditures by Category (in thousands)			
Total	$3,633,206	$3,978,702	$4,264,546
Operating	$3,392,693	$3,609,771	$3,809,960
Capital Outlay	$173,790	$296,643	$370,507
Debt Service	$27,842	$31,380	$35,136
Other	$38,881	$40,908	$48,942
Percent of Operating Expenditures by Major Function			
Administration	8.3%	8.1%	8.2%
Regular Instruction	55.8%	55.7%	55.1%
Special Education	9.0%	9.3%	9.4%
Vocational	4.0%	4.0%	3.9%
Operation & Maintenance	9.4%	9.1%	9.4%
Food Service	5.5%	5.5%	5.3%
Other	3.9%	4.3%	4.5%
Transportation	4.1%	4.0%	4.0%
Per Student Expenditures	$4,314	$4,540	$4,713
Average Teachers' Salary	$30,514	$32,477	$33,126

Waivers and Permits

In 1995-96, the percentage of classes exceeding the required pupil/teacher ratios was 1.8%. The percentage of teachers who required a waiver or permit was 1.6%.

Waivers and Permits Issued (1994-1996)

	1993-94	1994-95	1995-96
% of Classes Over Size	1.8%	1.7%	1.8%
Endorsement Waivers	614	471	394
Teaching Permits	160	327	420

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